



### Reading Progression Grid

Stamina		Listen attentively and respond to what they hear when being read to.	Sustain attention in order to read longer decodable texts.	Make choices from a selection of texts to read themselves and maintain interest and attention in it.	Use a range of techniques when selecting books (e.g reading the blurb, the first page, looking at chapter length) to extend the range of books read independently and in their entirety.	Developing their reading stamina as they read longer and more challenging texts.	Able to plan personal reading goals which reflect their interests and extend their range.	Developing their reading stamina and completes the independent reading of some longer texts.
Vocabulary		Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play.	Make collections of interesting words and uses them when talking about books and stories.	Develop understanding of words met in reading, making links with known vocabulary and discussing favourite words and phrases.	Identify where an author uses alternatives and synonyms for common or over used words and speculates about the shades of meaning implied.	Consider a writer's use of specific and precise vocabulary, including the meaning of technical or subject specific words (for example nouns, adjectives, verbs and adverbs) and discuss the meanings conveyed.	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of <i>force</i> in scientific texts.	Collect unfamiliar vocabulary from texts they have read, including technical vocabulary met in other subjects, defining meanings and using the vocabulary when recording ideas about the text.
		Show interest in unfamiliar words by asking what they mean.	Speculate about the possible meanings of unfamiliar words met in reading and checks whether the suggested meanings make sense in the context of the text.	Begin to use strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. where this is explained in preceding or subsequent sentences or in a glossary).	Develop further strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. Practises re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.)	Identify unfamiliar vocabulary in a text and adopts appropriate strategies to locate or infer the meaning. (E.g. re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.)	Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re-reading, reading on, using the context).	Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re-reading, reading on, using the context, knowledge of syntax or word roots).
			Use simple dictionaries and begin to understand their alphabetical organisation.	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.	Locate words in a dictionary by the first two letters.	Locate words in a dictionary by the third and fourth place letters.	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.
								Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
Comprehension skills		When the child is reading: With support from an adult, uses picture clues to describe what has just happened.	Skim reads to gain an overview of a page/text by focussing on significant parts, names, captions, titles	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub-headings.	Skim opening sentences of each paragraph to get an overview of a page or section of text.	Skim reads a text to get an overview of it.	Retrieve, record and present information accurately through skimming to gain an overall sense of the text.	To skim and scan to retrieve, record and present information from non-fiction texts.
		When the adult is reading: Recall information from a page, which they have listened to, to answer simple questions.	Scan the text to locate specific information using titles and labels.	Scan pages to find specific information using keywords or phrases and headings.	Scan contents, indexes and pages to locate and record specific non-fiction information.	Scan for key words, phrases and headings to decide which sections of text to read more carefully to fulfil a particular purpose e.g. to summarise a text.	Scan texts to gain specific information and identify sections of text to read more carefully/reads on as appropriate.	Evaluate the value of a text for an identified purpose drawing on information acquired by skimming and scanning.
		When the adult is reading: Show interest by asking questions to understand what has happened in stories they have read or they have had read to them.	Recall information from a text, which they have listened to or read, to answer simple questions.	Read sections of text more carefully to answer a specific question.	Identify sections of a text needed to read carefully in order to find specific information or answer the question.	Identify sections of a text needed to read carefully in order to find specific information or answer the question.	Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.	Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.
Inference – justifying evidence		With support, begin to link what they are reading to their own experiences.	Link what they are reading to their own experiences.	Talk around a topic prior to reading.	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts.	Link what they read reading to prior knowledge and experience and to their knowledge of similar texts.	Find evidence and uses this to explain how and why it shows that a character's mood has changed over time.	Find evidence and uses this to explain how it shows a character's thoughts and motives and the atmosphere of the text.
		Can respond to questions about what characters have said and done, including how they might be feeling.	Ask questions to explore what a character might say and do.	Ask questions to understand more than what we are told about the characters and events in the text.	Ask questions to develop understanding of characters' feelings, thoughts and motives as a result of their actions or events.	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.	Refer to the text when asking questions to understand what is implied about main ideas and details.	Ask questions to clarify and explore their understanding of what is implied in the text.
			Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done.	Think about clues and hints they have picked up on to begin to make inferences about events and characters.	Think about what they've read and re-reads sections of the text to find evidence to support their interpretations of characters and events.	Deduce the reasons for the way that characters behave throughout the text.	Refer to dialogue and description to make judgements about a character's motivations and attitudes.
Predicting		Anticipate, where appropriate, key events in stories.	Make predictions based on what has been read so far including using clues such as pictures, illustrations and titles.	Use immediate clues, and what has been read already, to make predictions about what is going to happen or what they will find out.	Make predictions about a text based on prior knowledge of the topic, event or type of text.	Make predictions about the events, characters or ideas in a text throughout their reading.	Make regular and increasingly plausible predictions as they read.	Make plausible predictions and explains what they are basing them on.
					Modify predictions as they read on based on what is stated and implied.	Modify predictions on a regular basis throughout their reading based on what is stated and implied.	Modify their ideas as they read the next part of the text based on what is stated and implied.	Discuss how and why they need to modify their predictions as they read on based on what is stated and implied.
Summarising		Holds conversation when engaged in back and forth exchanges about stories they know or have heard.	Explain clearly their understanding of what is read to them.	Retell main points of story in sequence and discuss how items of information are related.	When reading Year 3 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.	When reading Year 4 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.	When reading Year 5 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.	When reading Year 6 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.
			Retell some important information they found out from the text, drawing information from across a number of sentences.	Identify a few key points from across a passage/paragraph of text.	Summarise a sentence or paragraph/s by identifying the most important elements.	Summarise the main ideas drawn from more than one paragraph, identifying the key details which support the main ideas.	At regular intervals, summarise evidence from across a text to explain events or ideas.	

## Reading Progression Grid

<b>Making connections and comparisons</b>	<p>Begin to show awareness of similarities and differences between features of different stories, e.g characters, settings, events, story endings.</p>	Discuss and compare events or topics they have read about or listened to.	Compare themes, characters and events in stories and poems.	Identify themes and conventions from a wide range of texts.	Collect information to compare and contrast themes and conventions of texts.	Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.	Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.
		Compare aspects of books. e.g. illustrations and rhyming patterns.	Compare information in non-fiction texts.	Compare and contrast similar styles of writing by the different authors.	Compare and contrast similar styles of writing by the different authors.	Compare different versions of the same texts, including other media e.g. film.	Identify similarities and differences of different versions of a story.
		Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.	Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.				
<b>Author intent</b>	<p>Begin to show awareness of story language, e.g once upon a time, happily ever after.</p>	Be aware of the language of traditional stories and begin to make comparisons across familiar texts.	Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.	Discuss the language used in a text and how the writer implies as well as tells.	Understand how authors use expressive language to capture interest.	Consider the authors of choice of words and phrases including why an author might have used figurative language in texts and how these impact the reader.	Identify the hints and suggestions that authors make through their choice of words and phrases, including figurative language and consider the impact it has on the reader.
		Discuss the significance of the title, events and basic story elements e.g. beginning and ending in different stories.	Identify and discusses story elements such as setting, events, characters, and the way that problems develop and get resolved.	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) the purpose of description, action and dialogue are how they are used within scenes.	Discuss and compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together and how this contributes to the meaning of the text as a whole.
		Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.	Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.	Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.	Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.	Identify the features of different non-fiction text, including content, structure, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.	Understand how writers use the features and structure of information texts to help convey their ideas or information and how this contributes to the purpose of the text as a whole.
<b>Structure and presentation</b>	<p>Join in when poems with predictable and repeating patterns are read aloud.</p>	Read poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.	Identify and discusses patterns of rhythm, rhyme, and other features which influence the sound of a poem.	Distinguish between rhyming and non-rhyming poetry and comments on the impact of the poem's layout.	Identify and discussed the intent of different patterns of rhyme and verse in a range of poetry types, e.g. choruses, rhyming couplets, alternate line rhymes, free-verse and narrative.	Read poems by significant poets and identifies what is distinctive about the style or presentation of their poems and how this contributes to the meaning.	Analyse how the structure or organisation of a poem supports the author's expression of moods, feelings and attitudes.